

Some Examples of Project-based Learning

By Hsuying C. Ward, Ph. D.

Assignments and Assessments

1. Creating a communication book that includes main (Cord) board and boards that you can use during camp and help parents with transition needs, bedtime routine, and a “to be built” schedule for parents to respond to unexpected day activities (30 %).
2. Participation (15%) : Given that this class requires your active participation and contribution, you will receive a grade for your participation in the following:
 - a. Active teaming and problem solving both with other scholars and the parents (5%)
 - b. Evidence of Team productivity (Team Report opportunities)(5%)
 - c. Class and camp attendance and participation (attendance records) (5%)
3. Accessibility Study (25%)
 - a. Understand the laws for accessibility.
<https://www.ada.gov/regs2010/2010ADAStandards/2010ADAstandards.htm#socialservice>
 - b. <https://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-aba-standards/aba-standards/chapter-10-recreation-facilities>
 - c. Accessible community: <https://www.nycgovparks.org/accessibility/accessible-facilities>
 - d. Forming a team of 5 or 6-member team.
 - e. Visit Esperanza community Park (1900 Gregory Avenue, Brownsville, TX)
 - f. Identify one equipment in the park.
 - a. Describe the equipment
 - b. Evaluate the accessibility feature of the equipment through measurement and testing. (How would a child using wheelchair experience the equipment?)
 - c. Take pictures of the equipment
 - d. Identify areas of the equipment that may not be accessible; identify areas which can be considered strengths as a play equipment for children with disabilities.
 - e. Compile a mini report (one to two pages) regarding the strength and the weakness of the equipment.
 - i. Is the equipment accessible?
 - ii. What are some areas to consider for modification?
 - f. Participate in the oral presentation with visuals to community park director.
4. Parent Resources Website Development (30%). This is an individual or paired activity. Each of you will be responsible for developing a webpage based on what you find out about parents’ 4-C needs. You and your team of soon-to-be experts will locate web resources that are reliable and useful to parents of children with special needs. For example, <http://understood.org>
I polled some parents of children with Autism in May. Here is what they said:
transition, social skills, and behavioral challenges (screaming), language development and literacy skills, IEP participation, calming a screaming child, and

how to talk to teachers when there is a problem. These are excellent topics and you may find out more that needs to be included.

Check out the above assignments and identify the following features of project-based learning

- incorporating student voice and student choice

Response:

- including a structure for feedback and reflection

Response:

- students gain and apply skills by working on a real-world, long-term field experience project

Response:

- students complete an in-depth inquiry into a specific topic or question on a significant content.
-

Response: